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ABSTRACT

After surveying the nationwide trend toward reduction and re-evaluation of counselors, this report traces the development of a guidance program accountability evaluation process. The history, a basic definition and rationale of the program, and its goals are described. Various assessment tools, data evaluation and the resulting suggestions and programs form the remainder of the report. Such programs include cooperative planning and scheduling, the full staff life skills curriculum program, role definition, and the grouping of guidance responsibilities into the four areas of curriculum-based, individual development, on-call/responsive services, and systems support. The model described was developed by staff concerned over a formal evaluation of their guidance program by New Mexico State University which indicated many dissatisfactions with their program. Ongoing evaluation by staff indicated that changes made in the guidance program were favorably received by staff, students and parents. (LJS)

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WHY HAVE A TRAUMATIC TIME CREATING AN ACCOUNTABLE DEVELOPMENTAL GUIDANCE PROGRAM WHEN SOMEONE ELSE ALREADY HAD THAT PARTICULAR NERVOUS BREAKDOWN?

presented by

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to the

ASCA/APGA CONVENTION
March 23, 1978
Washington, D.C.

Report on an ESEA Title III Project

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Guidance counseling as a profession has reached a crucial point. Demands from the public for accountability from counselors has threatened the existence of their jobs, particularly in school districts where financial problems are severe. Two examples of such cutbacks occurred in Minnesota and Pennsylvania. In 1971 the Minnetonka Public Schools reduced their counseling staff by approximately 20% due to financial problems. More recently, in September 1977, 500 elementary, junior and senior high counselors were dismissed in Philadelphia, the 4th largest school distict in the country. Although the counselors stated that "counseling is not an addition...and it should not be a supplement ...", the school board laid off all counselors, except for 39 at the middle school who had contracts protecting them.

In light of these and similar incidences, counselors are striving to bring to the attention of school boards, administrators, teachers, and communities the fact that counselors play an integral part in the education of children, but that their ideal functions as counselors and their actual assignments do not always coincide. This is causing guidance departments across the nation to reevaluate their programs.

In 1974, a New York State evaluation of the function and role of counselors stated that there existed a lack of clearly defined objectives and guidelines, as well as inordinate amounts of time spent in clerical duties and routine administration. Guidance departments were not seen as making full use of student and community resources and there appeared a general reluctance by guidance departments to undergo evaluations and accountability. One might consider this evaluation in connection with the slash of guidance personnel in New York City in September 1975, when the number of counselors dropped from 641 to 283 because of the lack of funds.

The 1975 Governor's Forum on Education in New Mexico showed respondents listing guidance and counseling in the "moderate concern" category, with guidance listed as a sixth area of priority for extra school monies. Those responding had mixed reactions in terms of satisfaction with 39% of 29,000 persons indicating dissatisfaction with guidance programs in New Mexico. Recommendations from the survey included encouraging schools to seek innovative means of meeting local needs and objectives and encouraged schools not to be limited by the traditional role which counselors and guidance programs have served. In addition, the State Board of Education was urged to adopt necessary measures to improve existing programs.

Facing local criticism, in 1974 the Los Alamos Schools began the process of upgrading guidance services in the system under a three year federally funded Title III Developmental Guidance Grant. The 1969 Los Alamos Parent Appraisal showed guidance to be the only curriculum area rated below average by more than 20% of the respondants at all three school levels. The statistical response rating of the guidance program and the comments written about it indicated that the quality and amount of guidance and counseling services in all schools was considered deficient by nearly one third of the parents. In addition, the 1974 five year follow-up survey of the graduating class of 1969 indicated that most of those students felt they should have had more career guidance and counseling during their public school years. In the 1977 five year follow-up study of the graduating class of 1971, the results remained much the same. In all subject areas considered, respondents felt they were least prepared in career education. Overwhelmingly, respondents felt Los Alamos High School should offer "exploratory or career awareness" courses. Many respondents were critical of guidance services, and numerous students apparently did not seek help from counselors. As could be expected from other results,

the students were particularly critical of the assistance of guidance personnel in making career information available, recognizing personal abilities and in exploring possible career choices.

In 1976 the State Director of Guidance and Counseling released her minimum standards for guidance programs. In the future each school district will be required to go through an evaluation process similar to that done in Los Alamos. Each guidance department will need to measure the effectiveness of and satisfaction with its services and make changes accordingly. A process guide can be followed in order to evaluate a guidance and counseling program. The specific guidance program developed should match a district's assessed needs. So much information can be developed in the process of an evaluation that the tasks which need to be done become obscured. Therefore, addendum 1 describes a system of designing accountability into a guidance and counseling program in the public school. Counselors in Los Alamos did not begin their self evaluation with this or any other system as a guide. Considerable floundering resulted until this system was developed. Some steps can be undertaken simultaneously and the sequence itself is not sacred. Forms which follow addendum 1 are all part of the process described in addendum 1.

Following their preliminary research, counselors in Los Alamos saw the need for a structured approach to guidance, an approach specifically geared to local needs. During the 1974-75 school year, an extensive needs assessment, "The School Counselor" (addendum 2), was administered to students, staff, administrators, and parents.

Through discussion and concensus, the basic definition and rationale of the Los Alamos School Guidance Program was developed (addendum 3). A central point in the definition and rationale is that guidance is a viable educational program equal to other major programs in the school. It stresses

that guidance places emphasis on individual development. This does not eliminate or de-emphasize important traditional guidance practices and processes used when working with individuals at specific points during their lives. Counselors are still expected to deal with the crisis-oriented personal-social needs of students. In fact, the developmental perspective places these more immediate needs and concerns in the context of total human development so they can be better met and understood. The rational identifies four specific areas of human growth and development for which guidance programs are responsible. It is these four areas which form the basis for the general and level-specified goals developed for the Los Alamos Schools (addendum 4).

At this point in the process, it is vitally important that the staff sit down, discuss, and reach a concensus on the kind of basic rationale and assumptions from which they can work. Concensus should also be reached on the major district-wide goals for the project.

When step four of the process system is complete, those goals must be assessed in accordance with student needs. The Los Alamos Schools counseling staff conducted a student needs assessment in April, 1976 (addendum 5). Survey questions were written so students could relate what they felt individual needs would be. They were not asked to judge whether or not they were receiving fulfillment of those needs in the current school program. Fifty students from each of the two junior highs, 100 from the high school and 25 each of the six elementary schools were asked to rank a number of statements concerning personal needs. The goal statements were translated into language students could understand. Counselors analyzed the results according to grade, school, and sex of the student, as well as ranking the

various needs. For example, the first priority for girls in the study was the need for concerned personnel to talk with, but for boys, the first priority was split between the need for concerned personnel and the need to know how to communicate effectively. (addendum 6).

In July 1976, members of the community met with guidance personnel to suggest ideas for the improvement of services. Several suggestions resulted (addendum 7).

Through the process, time samples were taken from all counselors. The most recent represented time spent in each of the program goals (addendum 8).

The Los Alamos Guidance Department decided to organize their responsibilities in four basic areas: Curriculum Based Content and Strategies, Individual Development Responsibilities, On Call/Responsive Services, and System Support Services (addendum 9). Most of the Life Skills program at the elementary and junior high school levels are curriculum based. At the high school level, the teacher/advisor system, an individual development responsibility system, will be the main avenue for the Life Skills program. On Call/Responsive Services are the means by which counselors meet the immediate needs of students. Systems Support Services includes orientation programs, testing for special education programs, community relations and guidance program evaluation.

Presently, committees at each level in the Los Alamos Schools are planning strategies and placing scheduled activities on master calendars. (addenda 10, 11, 12). This type of planning requires cooperative efforts. Teams must coordinate activities from one level to another, and must sequence the presentation of educational materials.

Various activities designed to implement content strategies are being carried out in the schools with guidance personnel acting as coordinators for full faculty efforts. Primarily these activities center around the Life Skills concept introduced to the Los Alamos counseling staff by Dr. Norman C. Gysbers of the University of Missouri at Columbia.

Using the Life Skills goals, elementary counselors have developed some K-6 activities for classroom use. In cooperation with teachers, a more extensive activity packet will be completed.

Beginning with the assumption that Developmental Guidance=Career Education=Life Skills, Cumbres Junior High School has developed a curriculum-based program. Cumbres' program used the core/cluster system and involves all school staff. It is directly related to the school system's junior high level goals (addendum 13). A similar program is being developed at Pueblo Junior High.

At the high school, sophomores are exploring self-awareness. Juniors are focusing on specific career choices and sources of career information. Making post-graduation plans and gaining experience related to tentative career choices are activities being done during the senior year. In contrast to the elementary and junior high levels, the senior high counselors will specialize in a specific aspect of the Life Skills program.

In defining counselor roles for the Los Alamos Schools, role committee members have broken down the various process areas into responsibilities of administrators, teachers, and counselors. Role definition serves a dual purpose in that it provides a self-evaluation scale for counseling staffs, and it clarifies the responsibilities of each staff member (addendum 14).

Because the upgrading of guidance services is an on-going process, it is necessary at various times to perform implementations and process evaluations. Under the Title III grant, New Mexico State University in Las Cruces did a formal evaluation of the project. The major purpose of the evaluation furnished measurement, data reduction and analysis to the project staff.

Among the instruments used in the evaluation were an ideal time sample, a self-rating scale, and a job satisfaction questionnaire (addenda 15, 16, 17). Evaluations were also completed by any parent, teacher or student who worked with a counselor on a given day (addendum 18). At the end of the guidance program evaluation period, the project staff received a written analysis from NMSU (addendum 19).

The members of the project staff in Los Alamos were generally not pleased with the final report received from NMSU. The findings of the evaluation done in Los Alamos were recorded but the analysis of the figures was less than satisfactory. Although it appeared to be an important part of the project when plans for the evaluation were discussed, the need to make extremely clear exactly what the staff desires from an evaluation can not be overstated. Without a clear understanding, the outcome of an evaluation may not meet the needs of the group being evaluated.

Before a school district undertakes the project of evaluation and upgrading its guidance programs, personnel should realize that certain conditions are required for success. In Los Alamos, we found that these conditions included:

1. Counselors committed to program improvement.
2. Counselors committed to change, if change is needed.
3. Counselors committed to formulating specific goals.
4. Support for the coordinator from administrators and counselors.

5. Funding and time for inservice training.
6. Backing from the local school board in the initial stages as well as throughout the program.

An interview of counselors during the evaluation of the project showed most counselors felt the work was beneficial. In response to the question, "What has been the most stimulating part of the project?", the counselors expressed the benefits of working together:

1. Learning to know each other better and working together.
2. Getting together with the rest of the counselors on a regular basis and talking.
3. Having an opportunity to work with different counselors.
4. Experiencing how guidance can actually become a program and curriculum.
5. Finally deciding for sure the things counselors were going to do and getting them done.

Similarly, when the counselors were asked, "What was the most significant thing you learned from the project?" answers included:

1. It's difficult to change.
2. The feeling that counseling services in the district are unified.
3. There has not been an end to the kinds of new ideas that have come out of our work.
4. Counselors are all working toward a unified goal.
5. Counselors need to organize and present programmatic services.

The administrative staff of the Los Alamos Schools also had definite views on the successes and obstacles in the project. On the Life Skills concept, the superintendent was very supportive and saw it as a valuable response to community emphasis on career education. He offered unlimited administrative support: "I'm very proud, I think the community is very lucky."

Most administrators feel the project has brought a new cohesiveness to the system-wide guidance department.

1. Counselors are more familiar with what takes place at all levels.
2. Title III has been a big force.
3. The counseling staff is articulate, dedicated and professional.
4. The counseling staff is more aware of a good program and how to get there.

5. Life Skills provides an organized structure which lends purpose and accountability to the counselors' duties, which points up deficiencies in the program, and which allows for expedient resolution of the problem.
6. It lets counselors see what should be happening with kids and how well it's happening.

The support of the Los Alamos School Board was another key to the successful development of a guidance program. Early in the project the counselors met with the school board members to explain what was happening and what would be happening. Again in April 1977, counselors met with the board to report on the progress and future of the developmental guidance program. The board viewed the project with favor and showed great interest in the plans for its continuation in the schools.

Obstacles to success also exist. These included:

1. Varying counselor perceptions of what they do and of what they should do.
2. Lack of counselor assertiveness.
3. Lack of counselor ownership of the project.
4. Lack of involvement and support from central administration and building principals.
5. A reluctance on the part of counselors to face change.
6. Staff turnover and the lack of adequate orientation for new staff members.
7. The lack of continued enthusiasm for a period of time in order to fully implement the project.

When interviewed the counselors were asked, "What was the biggest stumbling block or frustration associated with the project?".

1. Communication, counselors working together, getting 16 different personalities with their different points of view to work together.
2. Time, trying to organize and implement a program in the same year.
3. We had administrative support but we were not sure of their part in it or their commitment to what we were doing.
4. The high turnover within the counseling staff.
5. Lack of cooperation and trust between counselors.
6. The uncertainty of final outcome.

Administrators identified several difficulties in implementing the program:

1. The counselors themselves must sell the project to fellow faculty members.

2. Everyone was accustomed to doing his or her own thing.
3. Staff turnover has been a problem. "If one counselor is all for the program and the next year I get some guy who says, 'I don't buy it!' the program within the building is going to suffer".
4. The pace with which the program has been implemented has in fact varied greatly from building to building.

While the Los Alamos Schools implemented the new guidance program under the Title III grant, it is the concensus of the project staff that a similar program could be carried out without additional funds. If the basic requirement of commitment from the counseling staff and administration is present, ways can be found of implementing changes without the aid of costly consultants and evaluations. The Los Alamos Schools makes the following suggestions to schools considering this approach:

1. A strong leader is needed - one person who can plan ahead, prepare budget requests and implement changes in a supportive, non-defensive manner.
2. Time and budget are required for in-service training.
3. A basic commitment is needed to sell the new program to the total staff.
4. Exploration of various models is necessary so the new program reflects the needs and character of the community.
5. Counselors and administrators need the ability to resolve conflicts into definite goals and outcomes.

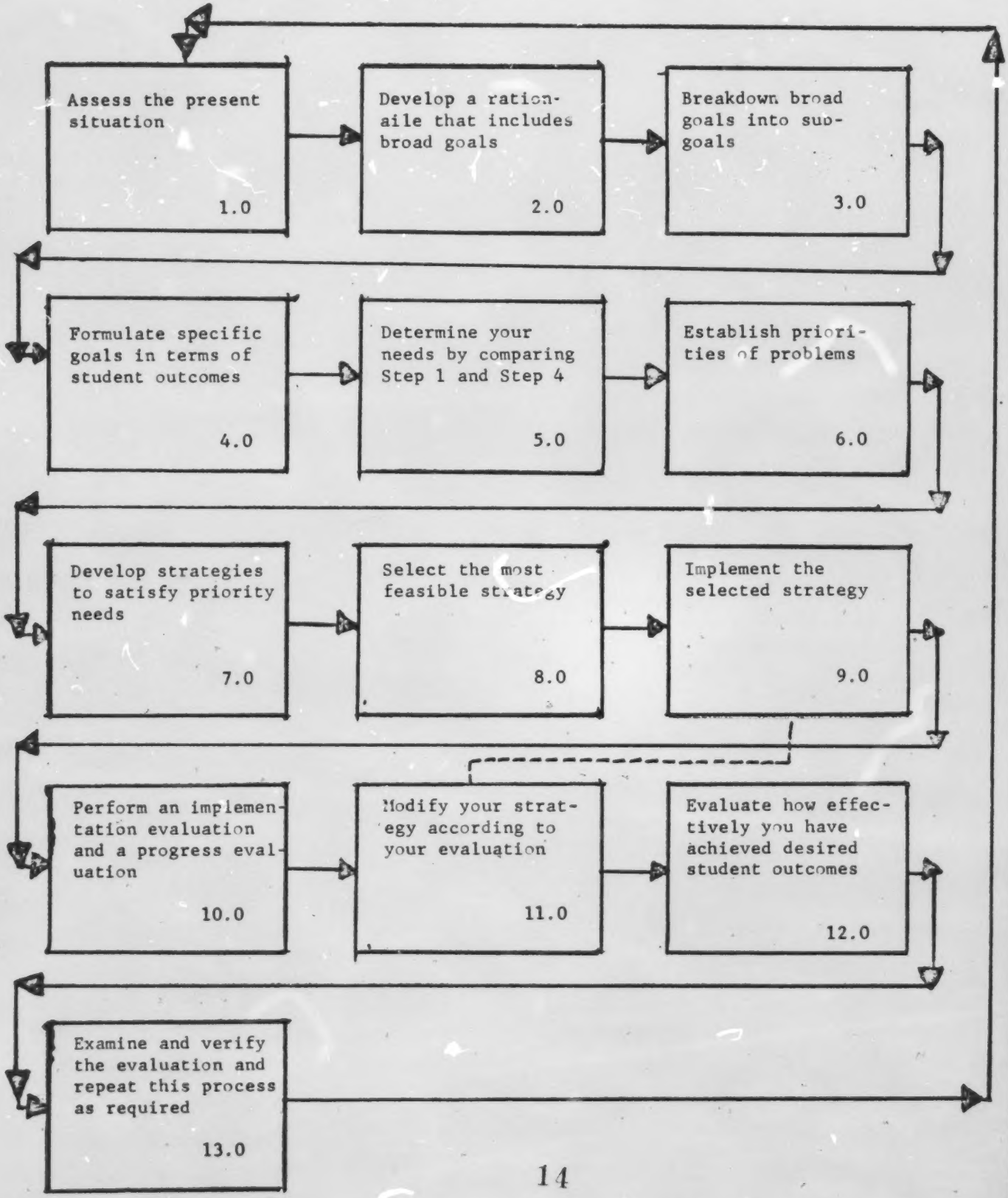
Dr. Norman Gysbers, who served as the main consultant to the project, feels, "Los Alamos is more advanced than many school systems who undertake the project because many just give up in the middle. What it boils down to is 'stick with it' and Los Alamos has it. I'm impressed with quality of the guidance staff. It is one of the finest staffs I've seen across the country. The administration, too, is open and highly supportive."

In response to the human resistance to change factor, Gysbers said, "This is predictable and not easily dealt with, but probably most important to overcome. This is not to say that people shouldn't dissent and offer legitimate concerns and alternatives, but once the decision is made to go ahead with a certain program, it is vital that everyone 'buy in' and not

sit on the sidelines and snipe. Los Alamos has needs and concerns, but it has the strength and resources to handle these problems. It is a good school district."

Finally the staff feels that the end result of a guidance project is not a neatly completed product, but rather lies in the process itself. Included is a bibliography of curriculum ideas and other resources, which will be helpful to anyone setting out to develop a guidance program (addendum 20).

A SYSTEM FOR DESIGNING ACCOUNTABILITY INTO GUIDANCE/COUNSELING PROGRAMS



THE SCHOOL COUNSELOR

Please check the boxes which apply to you:

A. ___ Female ___ Male

B. I am a ___ student ___ elementary level ___ senior high level

___ parent/guardian of a student ___ junior high level

C. I have had ___ no direct experiences* with the counseling program

___ one to three experiences*

___ four or more experiences*

The following statements describe an action which might be performed by school counselors. In Column A immediately to the right of each statement, check "Yes," "No," or "Not Sure" to indicate whether counselors perform the action indicated. In Column B check "Yes," "No," or "Not Sure" on this scale to indicate whether you feel counselors should perform the action described. In Column C check "Yes," "No," or "Not Sure" on this scale to indicate whether you feel counselors are effective in performing the action indicated.

The Counselor:	Column A: Does the Counselor Do This Now?			Column B: Do You Think the Counselor Should do This?			Column C: Is the Counselor Effective in Doing This?		
	yes	no	not sure	yes	no	not sure	yes	no	not sure
1. Counsels with individual students about personal/social concerns									
2. Counsels with individual students about educational/academic concerns									
3. Counsels with individual students about career/vocational interests and opportunities									
4. Counsels with students in groups about social and interpersonal concerns and problems									
5. Counsels with students in groups about educational/academic concerns									
6. Counsels with students in groups about career interests and opportunities									
7. Assists students in gathering career information									

	Column A: Does the Counselor Do This Now?			Column B: Do You Think the Counselor Should Do This?			Column C: Is the Counselor Effective Doing This?		
	yes	no	not sure	yes	no	not sure	yes	no	not sure
8. Administers and interprets individual and group tests.....									
9. Disciplines students referred by a teacher or principal.....									
10. Participates in parent conferences									
11. Assists in the identification and placement of students who need special help.....									
12. Consults with and refers to non-school professional sources.....									
13. Consults with teachers regarding students.....									
14. Works with student orientation to school.....									
15. Assists in maintaining the cumulative record system.....									
16. Allows time for interaction with students in an informal manner.....									
17. Teaches semester or quarter classes in special topics (drug education, careers, etc).....									
18. Sponsors clubs and student activities.....									
19. Performs clerical tasks for class assignments and schedule changes.....									
20. Assists students in high school transcript evaluation.....									
21. Involved in administration of contests and awards (Who's Who, Teenage America, West Point Leadership Student-of-Week, Student-of-Month, etc.).....									
22. Involved in administration and selection of students for scholarship opportunities (National Merit Program, Senate Youth Program. Elk's Most Valuable Student/Leadership Award, etc.).....									

	Column A: Does the Counselor Do This Now?			Column B: Do You Think the Counselor Should do This?			Column C: Is the Counselor Effective in Doing This?		
	yes	no	not sure	yes	no	not sure	yes	no	not sure
23. Coordinates standardized testing programs									
24. Coordinates visits of college, military and special school representives									
25. Serves as resource person for the school program planning									
26. Allows time for professional preparation, planning and report writing									
27. Schedules time to participate in professional workshops and in-service training									
28. Consults with special services team									
29. Meets with counselors at all levels concerning guidance program development and implementation									
30. Observes participating in classroom activities									
31. Coordinates vocational/work study programs in the High School									
32. Works with teachers in promoting techniques for growth of positive mental health									
33. Consults with teachers in integration of career information into subject areas									

LOS ALAMOS SCHOOLS GUIDANCE PROGRAM

Definition and Description

A guidance program is an integral and central, but specifically identifiable and accountable part of the total continuing education process. It is a comprehensive and developmental educational program responsible for assisting all individuals in developing positive self-concepts, effective human relationships, understanding of current and potential life roles, settings and events, decision-making competencies and placement competencies to aid them in the transition from one setting to another. It also is responsible for assisting all individuals to understand and relate the meaning of the basic academics and occupational preparation to their present and future lives.

The first part of this definition emphasizes the centrality of guidance in education. At the same time it stresses the fact that guidance is an identifiable and accountable program. This means that guidance is a comprehensive developmental program based on individual and societal needs organized around person-centered goals and activities designed to meet those needs. More specifically, this means that guidance is a viable educational program commensurate with other major educational programs in the school.

The second part of the definition stresses the point that guidance as a comprehensive, developmental educational program places emphasis on individual development: "an educational program responsible for assisting all individuals..." Individuals today face depersonalization in many facets of their lives as bureaucracies and impersonal relations are commonplace. They often feel powerless in the face of masses of people, mass communication and mass everything else and need help in dealing with these

feelings, not at the expense of society but in the context of society. Their feelings of control over their environment and their own destiny and their relations with others and institutions are of primary importance in guidance programs. To this end, individual development can best be facilitated by comprehensive, developmental guidance programs that begin with early childhood and continue throughout the adult years. The developmental perspective for guidance does not eliminate or de-emphasize important traditional guidance practices and processes used when working with the specific educational and occupational concerns of individuals at specific points during their lives. Nor is it less responsive to any crisis-oriented personal-social needs they may have. On the contrary, the developmental perspective places these more immediate needs and concerns in the context of total human development so they can be better understood and met. The developmental perspective recognizes that there are guidance related understandings and competencies which <u>all</u> individuals need as they grow and develop.

The third part of the definition identifies four specific areas of human growth and development for which guidance programs are responsible. The first area in the definition is that of assisting all individuals in developing "<u>positive self concepts and effective human relationships.</u>" This means that a major emphasis in guidance programs is on individuals learning about themselves, learning about others and learning about interactions between self and others. The development in individuals of self appraisal and self improvement competencies are a primary goal of guidance. Through learnings in this area individuals become aware of personal characteristics such as aptitudes, interests, goals, abilities, values and

physical traits and the influence these characteristics may have on the persons they are and can become. Being able to use self-knowledge in life career planning and in interpersonal relationships and to assume responsibility for one's own behavior are examples of desired outcomes.

The second area for which guidance is responsible is assisting all individuals in developing "understanding of current and potential life roles, settings and events." Because individuals over their life times will be assuming a number of roles, functioning in a variety of settings and experiencing many events, learnings in this area emphasize their understanding of the variousroles, settings and events which interrelate to form their life careers. The roles of family member, citizen, worker and leisure participant, settings such as home, school, community and work, and events such as birthdays, educational milestones, job entry, and job change are identified and examined in terms of their influence on lifestyles. Learnings in this area include developing understanding of the structure of the family, education, work and leisure worlds. The interdependency of individuals in various roles and settings is considered. Individuals learn to relate their unique personal characteristics and aspirations to specific family, education, work and leisure requirements and characteristics. The effect of change--natural as well as unexpected, social as well as technological, in self as well as in others--is a major learning. Being able to answer effectively personal identity questions contained in the questions Who? (roles), Where? (settings), and When? (events) are desired outcomes in this area of guidance.

The third area of human growth and development for which guidance is responsible is the development of "decision-making competencies" in individuals. Planning for and making decisions are vital tasks in an

individual's life. Every day decisions are made which influence one's life career. Mastery of decision-making skills and the application of these skills to life career planning are central learnings within this area of guidance. A preliminary task to effective decision-making is the clarification of personal values. The degree of congruence between what one values and the outcome of decisions one makes, contributes to personal satisfaction. Individuals learn within this area to identify the steps necessary in making decisions. Included are the skills for gathering and utilizing relevant information. Understanding the influence of planning on one's future and the responsibility one must take for planning are components of the life career planning process. Life career planning is ongoing. Change and time affect one's planning and decisions. A decision outcome that is satisfactory and appropriate for the present may, with time or change, become unsatisfactory or inappropriate. Thus, the ability to evaluate decisions in view of new information or circumstances is vital. Being able to clarify personal values, identify steps needed to make personal decisions, gather relevant information and apply decision-making skills to life career plans are examples of desired outcomes in this area of guidance.

Guidance also is responsible for assisting all individuals in developing "placement competencies to aid them in the transition from one setting to another." A individuals move from one setting to another they need specific knowledge and skills to make such moves as effectively as possible. While placement is defined broadly, specific attention is given to intra- and inter-educational and occupational transitions and to the personal competencies needed to make such transitions. Personal competencies

include knowledge of the spectrum of educational courses and programs, an understanding of the relationships they may have to personal and societal needs and goals and skill in using the wide variety of information and resources. It also includes an understanding of the pathways and linkages between those courses and programs and potential personal goals. Stress is places on employability skill development including resume writing, job searching and job interviewing. Closely tied to these competencies and the program elements requires to develop and implement them are the follow-up and follow-through components of placement. Finding out what happened to individuals as they move from one course, program or job/occupation to another and providing follow-through assistance as needed are important aspects of guidance.

Finally, guidance is responsible for assisting all individuals to "understand and relate the meaning of the basic academics and occupational preparation to their present and future lives." Some of the dissatisfaction of youth with education stems from the feeling that what they are doing in school is not relevant to their lives. It is a responsibility of the guidance program to seek to create relevance in the schools and to show individuals how the knowledge, understandings and skills they are obtaining and the courses they are taking will help them as they progress through their life career.

Basic Assumptions

Once guidance is defined the next step is to identify and describe important basic assumptions about the nature and structure of guidance programs. This is necessary because these assumptions shape and direct

guidance program development and implementation.

Assumption 1: Guidance programs should help develop and protect students' individuality.

Guidance personnel and programs have a major responsibility in the educational system to help develop and protect the individuality of students. This means that assistance must be provided to all individuals so that they can become aware of their needs and can develop and pursue immediate and long range personal goals.

Assumption 2: Guidance programs should be available to all students at all educational levels.

Guidance personnel and programs have the responsibility of serving all students at each educational level, rather than only a selected group of individuals at one level. This means that by design and operation, guidance programs are functioning effectively at each educational level and are part of the educational program of all individuals.

Assumption 3: Guidance programs should be lifelong, dealing with developmental as well as perscriptive and remedial concerns.

Guidance personnel and programs have the responsibility of meeting the developmental guidance needs of all individuals as well as those needs which are remedial in nature. This means that guidance programs have a developmental focus which maximizes the prevention of problems and a perscriptive emphasis to assist individuals alleviate continuing concerns

Assumption 4: Guidance programs should be integrated with the total educational process.

Guidance goals, objectives and proceduares are integral, central but yet identifiable components of the total educational process. This

means an equal and complementary relationship exists between the instructional program and the guidance program. It also means that all educational staff have guidance responsibilities. Program coordination is assumed by the guidance staff in addition to their direct service functions to student.

Assumption 5: Guidance programs should be evaluated periodically for effectiveness.

If guidance programs and personnel are to be responsive to the guidance needs of those who are served, periodic program and personnel evaluation is necessary. To accomplish this will require that guidance programs be organized and implemented from an evaluation perspective.

Specific Functions

By design and operation, through the curriculum and through specialized approaches, guidance programs and personnel systematically organize and conduct such guidance processes and activities for individuals and groups as orientation, exploration, information, appraisal, counseling, placement, follow-up, follow-through, referral and outreach, and for program improvement as policy and planning, research and evaluation, staff development and guidance curriculum development.

Program Standards

To insure that guidance programs are developed, implemented and managed effectively and are accountable, program evaluation criteria are necessary to serve as internal checkpoints for local guidance program personnel and as external standards for outside evaluations.

1. Program plans are developed from identified needs.
2. Priorities are established in light of resources available to meet program goals and objectives.
3. Evaluation is carried out continously to monitor the impact of program activities and adjustments are made as needed to insure reasonable progress.
4. Final evaluation is conducted and the results are used in the revision of next year's plans.
5. Program personnel are properly trained and are duly certificated by the Department of Elementary and Secondary Education.

Self Knowledge and Interpersonal Skills

Goal 1.1 For individuals to understand and accept the uniqueness of self and others.

Goal 1.2 For individuals to be responsible for implementing their goals.

Goal 1.3 For individuals to be able to communicate openly with others.

Goal 1.4 For individuals to be able to deal effectively with their environment.

Life Roles, Settings, and Events

Goal 2.1 For individuals to understand how life roles and settings relate to needs and functions of society.

Goal 2.2 For individuals to examine the effects of various events on their lives.

Goal 2.3 For individuals to be aware of how these roles, settings, and events are interrelated and how they affect themselves and others.

Goal 2.4 For individuals to learn and understand more about the worlds of education, work, and leisure.

Decision Making and Planning Skills

Goal 3.1 For individuals to be competent in decision making processes.

Goal 3.2 For individuals to examine the relationship between present planning and future outcomes.

Goal 3.3 For individuals to explore the variety of alternatives available to them.

Goal 3.4 For individuals to be flexible.

Basic Academic and Occupational Preparation

Goal 4.1 For individuals to understand the relationship between in-school and out-of-school experiences.

Goal 4.2 For individuals to understand that learning is a life-long process.

Goal 4.3 For individuals to develop effective learning skills.

INSTRUCTIONS FOR STUDENT NEEDS ASSESSMENT

STEP 1:

Read each statement and place it in the pile you think it belongs. There are five piles. The piles mean the following:

Pile 1	Pile 2	Pile 3	Pile 4	Pile 5
Students have no need.	Students have little need.	Students have some need.	Students have much need.	Students have most need.

STEP II:

Take the cards in pile #5 and pick the five (5) statements that you think are most important.

STEP III:

Most important to least important. Record the most important on #1 in pile #5 on the response sheet, next important as #2 and on through #5.

STEP IV:

Now record the numbers of all the other cards, (including those left from pile #5) in the proper column.

NEEDS ASSESSMENT INSTRUCTIONS FOR ELEMENTARY COUNSELORS

1. Read purpose of survey.
2. The survey will take from 45 minutes to an hour to administer and record.
3. A list of explanatory terms should be placed on the board.
4. The place for working should have ample table space.
5. Use guide papers with:

   1 - no need
   2 - little
   3 - some
   4 - much
   5 - most

   that each student can place his cards on top of.
6. The counselor will have to read the statements aloud to third graders.
7. Groups of three is a suggested number of third graders working at one time.
8. Have students complete STEP I, raise hand. Give response sheet.
9. Make sure the students properly fill out the date at the top of the response sheet.
10. Make sure each deck of need statements is shuffled before each presentation.

PURPOSE OF THIS SURVEY

The counselors in Los Alamos schools are writing a counseling program for the schools. There are counselors in each school. There are elementary school counselors, junior high counselors, and high school counselors. We serve students, parents, teachers, and administrators. Right now we are interested in what you see to be students' needs. We want your help in writing our new guidance program. Therefore we have developed a survey to ask you what you need. There is even room for you to add on needs you do not think we covered. We think your opinion is necessary and we will consider your opinion seriously.

There are no right or wrong answers. Please think seriously about each statement. Answer each question the way you feel. There is no need to sign your name.

Thank you very much for your help.

LIST OF TERMS FOR NEEDS ASSESSMENT

identify	-	pick
recognize	-	know
expectations	-	what you think will happen
concerned	-	caring
school personnel	-	people who work in the school
goal	-	something you plan to do
occupations	-	jobs
experiences	-	something you have done
decisions	-	something you have decided
communicate	-	talk to
evaluate	-	decide if it is good or bad
opportunities	-	time or a chance to do something
capable	-	able to do something
abilities	-	those things you are able to do
choices	-	things you can choose from

NEEDS ASSESSMENT

1.11 Students need to know more about themselves.

1.12 Students need to learn how to make the best use of their abilities.

1.13 Students need to learn how the things they do affect their health.

1.14 Students need to feel more capable and confident.

1.21 Students need to be able to identify the things they want.

1.22 Students need to be able to decide what things are most important to them.

1.23 Students need to set goals for themselves.

1.24 Students need to know how they are doing in meeting the goal they set.

1.31 Students need to know different ways of expressing feelings.

1.32 Students need to know how to be a (better) friend.

1.33 Students need to learn how to express themselves to others.

1.34 Students need to be able to communicate effectively with others.

1.41 Students need to be more aware of the things around them.

1.42 Students need to be able to recognize the expectations which others have for them

1.43 Students need to learn how others influence a student's decision.

1.44 Students need to know how to make positive changes in their lives.

2.11 Students need to understand that people are different at different ages.

2.12 Students need to know how changes effect them.

2.13 Students need to examine ways to meet personal needs.

2.14 Students need to take responsible action toward others.

2.21 Students need to know about working, learning, and relaxing.

2.22 Students need to be able to take advantage of the opportunities open to them.

2.23 Students need to know what is important to them when they make any decision (working, learning, and relaxing).

2.24 Students need to develop skills which will help them enjoy life.

3.11 Students need to know the many choices they make each day.

3.12 Students need to stand up for their beliefs in a group.

3.13 Students need to be able to know when they have made good decisions.

3.14 Students need to know a process for making decisions.

3.21 Students need to think about the effects of their actions.

3.22 Students need to learn something from their experiences (mistakes).

3.23

3.24

3.31 Students need to know about choices they have.

3.32 Students need to learn how to set a goal.

3.33 Students need to learn to make choices that fit their goals.

3.34 Students need to do things to meet their goals.

3.41 Students need to know what can change a decision.

3.42 Students need to know when it is okay to make a quick decision.

3.43 Students need to learn when it is alright to change their minds.

3.44 Students need to learn how to evaluate their decisions.

4.11 Students need to learn how school subjects can help them.

4.12 Students need to visit places where people work.

4.13 Students need to know how the school skills will help them become better workers.

4.14 Students need to know more about different occupations.

4.21 Students need to know more about themselves.

4.22 Students need to learn about the steps in learning.

4.23 Students need to know where they learn best.

4.24 Students need to know how to keep learning.

4.31 Students need to know where to go for information.

4.32 Students need to know what they can learn from their friends.

4.33

4.34 Students need to understand how what they learn in school relates to the goal they have set for themselves.

6. Students need to develop the skills to enjoy life.
7. Students need to take action to meet goals.
8. Students need to set goals for themselves.
9. Students need to stand up for beliefs in a group.
10. Students need to take advantage of opportunities available to them.
11. Students need to learn how to change their lives for the better.
12. Students need to learn about the things they want.
13. Students need to learn to make choices to fit goals.
14. Students need to learn about different occupations.
15. Students need to think of the effects of actions on others.
16. Students need to learn how to express themselves to others.
17. Students need to take responsible action toward others.

RANK IN PRIORITY FOR "MOST NEED", COLUMN #5

Number ran	Question number	
1.	51	Students need concerned school people to talk to.
2.	26	Students need to know how to stand up for beliefs in a group.
3.		
4.	2	Students need to know how to make use of abilities.
5.		
6.	12	Students need to know how to communicate effectively.
7.	6	Students need to be able to decide what things are important.
8.	12	Students need to know how to communicate effectively.
	22	Students need to know how to take advantage of opportunities available to them.
9.	51	Students need concerned school people to talk to.
10.	11	Students need to learn how to express themselves to others.

COMMENT: For girls, the first priority was #1, and for boys, the first priority was split between #1 and #6. When the students had finished the general card sort, they were asked to rank in order, from one as the most important, the top ten items in their #5, "Most Need" columns. An equal number of students placed question 26 in the 2 and 3 ranks, as did an equal number place question 2 in their 4 and 5 priority spot. Question 51 overwhelmingly received the first priority rating with most students, but showed up in the #9 position in a significant number of other ratings.

In addition, the rank figured in percentages of the Most and Much columns is as follows:

1. Students need to know how to make use of abilities.
2. Students need to learn from their experiences.
3. Students need to know how to communicate effectively.
4. Students need the freedom to talk to school personnel.
5. Students need to decide which things are important to them.

July 1 and 2, 1976

COMMUNITY SUGGESTIONS
LOS ALAMOS, NEW MEXICO

Selected members of the community were invited to meet with several school counselors and to provide suggestions for the improvement of guidance and counseling services in the Los Alamos Schools. Participants were selected from professionals in the community who work with youth and from those parents who have expressed an interest in school programs. Two meetings were held with different participants attending each meeting.

The following feedback and suggestions resulted from the meetings:

1. There is a need for counselors to communicate what services they provide. Roles need to be defined for parents, teachers and administrators. Perhaps a newsletter could be used.

2. More one-to-one counseling is needed for students' vocational and academic questions. From 9th grade through high school, this should be given the highest priority. If any time is left then do large group work, testing and other things.

3. Free the counselors to do more counseling. Hire clerical assistance to handle the necessary paper pushing. The need for clerical help varies with the level of school: High school needs the most assistance with clerical tasks; junior high needs some assistance; elementary schools seem to need the least clerical assistance.

4. Share guidance responsibilities with teachers. Counselors then would have more time available for counseling and for work with crisis cases. Perhaps teachers could serve as advisors to an assigned small number of students.

5. Other referral sources could be utilized to help counselors. Perhaps parent groups could be organized around specific issues such as ACLD and used for referrals, or counselors could work with parent groups.

6. Counselor time needs to be spent in working with groups and individuals. Time for individuals is important.

7. Look at priorities with respect to counseling: Put counselor time with those students with the greatest need for counseling. Some kids will be OK anyway; others won't.

8. Question of authority: What authority do counselors have? What, and how much, should they have to do their job adequately?

ACTIVITY	PERCENT	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL
Conferring with a student				
Conferring with a group of students				
Conferring with parents				
Conferring with teachers				
Conferring with administrators				
Conferring with a class				
Conferring with Pupil Services staff				
Conferring with business community				
Conferring with combination of above				
Working alone				

	Elem.	Jr. H.	H.S.
1) SELF KNOWLEDGE AND INTERPERSONAL SKILLS			
Goal 1.1 For individuals to understand and accept the uniqueness of self and others.			
1.2 For individuals to be responsible for setting and implementing their goals.			
1.3 For individuals to communicate and relate effectively with others.			
1.4 For individuals to be able to deal effectively with their environment.			
2) LIFE ROLES, SETTINGS AND EVENTS			
Goal 2.1 For individuals to understand how life roles, settings and events relate to individual and societal needs and functions.			
2.2 For individuals to learn and understand the worlds of education, work and leisure.			
3) DECISION MAKING AND PLANNING SKILLS			
Goal 3.1 For individuals to be competent in decision making processes.			
3.2 For individuals to examine the relationship between present planning and future outcomes.			
3.3 For individuals to understand the variety of alternatives available to them.			

3.4 For individuals to understand the value of flexibility.

% Elem.Jr. H. HS.

4) BASIC ACADEMIC AND OCCUPATIONAL PREPARATION

Goal 4.1 For individuals to understand the relationships between in-school and out-of-school experiences.

4.2 For individuals to understand that learning is a life-long process.

4.3 For individuals to develop effective learning skills.

5) CLERICAL-ADMINISTRATIVE TASKS

Goal 5.1 Testing and evaluating

5.2 Scheduling classes and class changes

5.3 Report writing

5.4 Special placement and referral

5.5 Personal planning and preparation

5.6 Student observation

6) MEETINGS

Goal 6.1 Counselor staffing and work sessions

6.2 Consulting with referral agencies

6.3 Communication with other groups

7) PROFESSIONAL GROWTH

Goal 7.1 In-service training

7.2 Professional reading

8) NONE OF THESE

PROCESS SYSTEMS FOR CAREER GUIDANCE GOALS

Curriculum Based Content & Strategies
- -needs of youth/society
- -guidance understandings and skills
- -instructional goals defined
- -integrated into curriculum
- -systematic & comprehensive

Individual Development Responsibilities
- -total life career concerns
- -continuous involvement
- -personalized methods
- -accountability for each student
- -in-school/out-of-school events

On Call/Responsive Services
- -immediate availability
- -unplanned needs
- -variety of settings
- -differential staffing
- -individualized/group approaches

System Support Services
- -basic system functions
- -inservice training
- -materials/resource development
- -student personnel responsibilities
- -linkage/liason/consultation

Elementary Calendar

	August	September	October	November	December	January	February	March	April	May	June
Curriculum-Based		Kindergarten: Self Awareness		Third: Awareness of Feelings	Fifth: Communication Skills	First: Setting Goals	Sixth: Decision Making Skills				
				Fourth: Being Part of a Group		Second: Having and Making Friends					
Individual-Developmt.	Cooperative Program Planning for Special Classes----------										
	Providing Tutors & Outside Agencies for Students----------										
	Cooperative Program Planning with Teachers----------										
On/Call Resp	Counseling of Individual Students and Parents----------										
	Conferences with Parents----------										
	Counseling with Groups of Students----------										
	Consultation with referral agencies----------										
System Support	Kindergarten Round-Up Testing						Special Services and Junior High meetings for 6th graders placement				
	Diagnostic Testing----------										
	Team Staffings----------										
	Meetings with Elementary, Jr.High & Sr. High Counselors----------										
				Visitation to Special Classes at Elem. & Jr. High					Sixth Grade Transfer to Jr. High - special placement and preparation Staffings for Special Classes placement for the following year		

Junior High School Calendar

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	August
CURRICULUM - BASED	Meet with 7th graders in Orientation Unit	Meet with 7th graders in Orientation Unit	Study Skills Survey for 8th graders Teach All About You - Interests and Aptitudes (7th grade core)					Teach part of units for High School Ahead (9th grade) Work with students and parents on high school course selection	Orientation Day for incoming 7th graders - plan and execute		
INDIVIDUAL-DEVELOPMENT RESPONSIBILITIES				Study Habits and Attitudes - guidance group based upon identified student needs (8th grade)			Admin. of OVIS/Interp. of OVIS (9th grade)	Achievement tests-Admin. (8th & 9th grades) Reg. for jr. high. Meet w. parents, teacher students re: course selection	Achievement tests - Interpretation (8th & 9th grades)		
ON/CALL RESPONSIVE	Counseling of individual students and parents----------										
	Counseling - informal groups of students----------										
	Consultation with referral agencies----------										
	Consultation with teachers and teaching teams re: students----------										
SYSTEMS SUPPORT	Meet W. teacher teams to transfer info. on students w. special need schedule adjustments	Individual testing ans assessment needed to consider students for admission to special ed. program			Schedule adj. at semester	Meet with elem. upper teams and special services personnel to describe programs available in jr. high	Meet with upper elem. teams to transfer info. on incoming students	Meet w. high school counselors re: referral of students to special programs and necessary scheduling. Meet w. elem. special service teams to transfer info on students w. special needs and receive referrals	---------- ---------- ---------- ----------	Individual testing needed to consider students for admission to special ed programs. Meet with Jr. high special service team and establish priorities re: referrals Conference w. parents of students referral for RR/DE. Scheduling of classes for all students	New student enrollment. Conference with parents of students referred for RR/DE

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Aug.
CURRICULUM BASED SERVICES	Counselor visitation to 7th grade English to explain Guidance services & observe students		8th grade Decision Making units taught thru 8th grade Eng. classes					9th grade pre-registration for high school			7th grade orientation-students go through sample schedule
	Periodically - Counselor involvement in "On Your Own" Class, Human Body II, and TIPS-										
INDIVIDUAL-DEVELOP RESPONSIBILITIES	7th grade Values Clarification Units in guidance groups				9th grade guidance groups in Human Sexuality, Life Roles, and Careers		8th grade administration of CTBS	Administration of OVIS to 9th grade Interpretation by Counselors			
ON/CALL RESPONSIVE	Counseling of individual students and parents - crisis intervention, study skills, personal counseling, teacher referral, etc.										
	Counseling informal groups of students - open lab "drop in" groups, and topic groups										
	Consultation with teachers re: students										
SYSTEMS SUPPORT	Individual testing & assessment of students for Special Ed. programs		Schedule adjustment at 2nd 12 weeks				Schedule adjustment at 3rd 12 weeks	Scheduling of all students for upcoming school year			Meet with grade level teams to transfer information on incoming 7th graders
	Program planning for counseling groups							Meet with upper elem. teams and special services personal to describe programs available in jr. high; & staff on incoming students.			August - Sept. schedule adjustment of 1st 12 weeks
	A&R meetings as needed for reviewing students										Register new students
	New student enrollment all year long										
	Joint coordination of Life Skills Program with Principal and grade level teams							Meet with High School counselorsreferral of students to special programs & counseling			

1st Semester

	September	October	November	December	January
Curriculum Based	Sophomores: Study Skills Intro. at Decision Making Model Juniors & Seniors: College Night	Sophomores: Decision Making Model; Career Center Tour Juniors: Decision Making Model; Career Center Tour Seniors: Profile Counseling; Decision Making Model; Career Center Tour	Sophomores: Activity Fair Juniors: Temperment Assessment; Activity Fair Seniors: Profile Counseling; Activity Fair	Seniors: Profile Counseling	
Individual Development Responsibilities	Support personnel for teacher/advisors----------	Juniors: Admin. of PSAT Seniors: Admin of ACT	Sophomores: Admin. of APT Juniors: Admin. of OVIS & GATB		Seniors: Admin. of SAT
	Informing/advising students of high school and vocational school programs----------				
On Call/Responsive Service	Counseling with individuals and groups----------				
	Career Resource Center: 1) Career Information System - primarily juniors and seniors----------				
	2) Guidance Information System - primarily juniors and seniors----------				
	Consultation with teachers re: students----------				
	Consultation with referral agencies----------				
System Support	Disseminate students information to appropriate teachers----------				
	Student placement: EA&R meetings----------				
	Consulting with scheduling and program placement----------				
	New student enrollment----------				
	Inservice for Career Resource Center and Individual Senior Conferences----------				

	2nd Semester February	March	April	May	High School Calendar August
Curriculum based Service	Juniors: Transcript Review; Program		Freshmen: Program planning/ H.S. Orientation Sophomores: Program planning Juniors: Program planning	Sophomores: Profile Review Juniors: Profile Review	Sophomores: Sophomore Orientation
Individual Development Responsibilities	Seniors: ACT	Juniors: OVIS Seniors: SAT	Juniors: CTBS Seniors: ACT	Seniors: SAT	
	Support personnel for teacher/advisors.....				
	Informing/advising students of high school and vocational school programs.....				
On Call/Responsive Service	Counseling with individuals and groups.....				
	Career Resource Center: 1) Career Information System.....				
	2) Guidance Information System.....				
	Consultation with teachers re: students.....				
	Consultation with referral agencies.....				
System Support	Program planning with transfer students/new students.....				
	Student placement: EA&R meetings.....				
	Consulting with scheduling and program placement.....				
	Feedback with students, teachers, and administrators.....				
	Disseminate student information to appropriate teachers.....				

DEVELOPMENTAL GUIDANCE = CAREER EDUCATION = LIFE SKILLS

Cumbres Junior High School is adopting a LIfe Skills program to enable students to relate academic learning to their present and future lives. Life Skills deals not only with careers, but also with development of the individual as a person and with his relationships with his peers and with members of society.

This program is a total program involving all school staff. A core of Life Skills and Career Education will be taught by the Language Arts/ Social Studies teams. Included in the core are specific units teaching positive self concepts and developing effective human relationships.

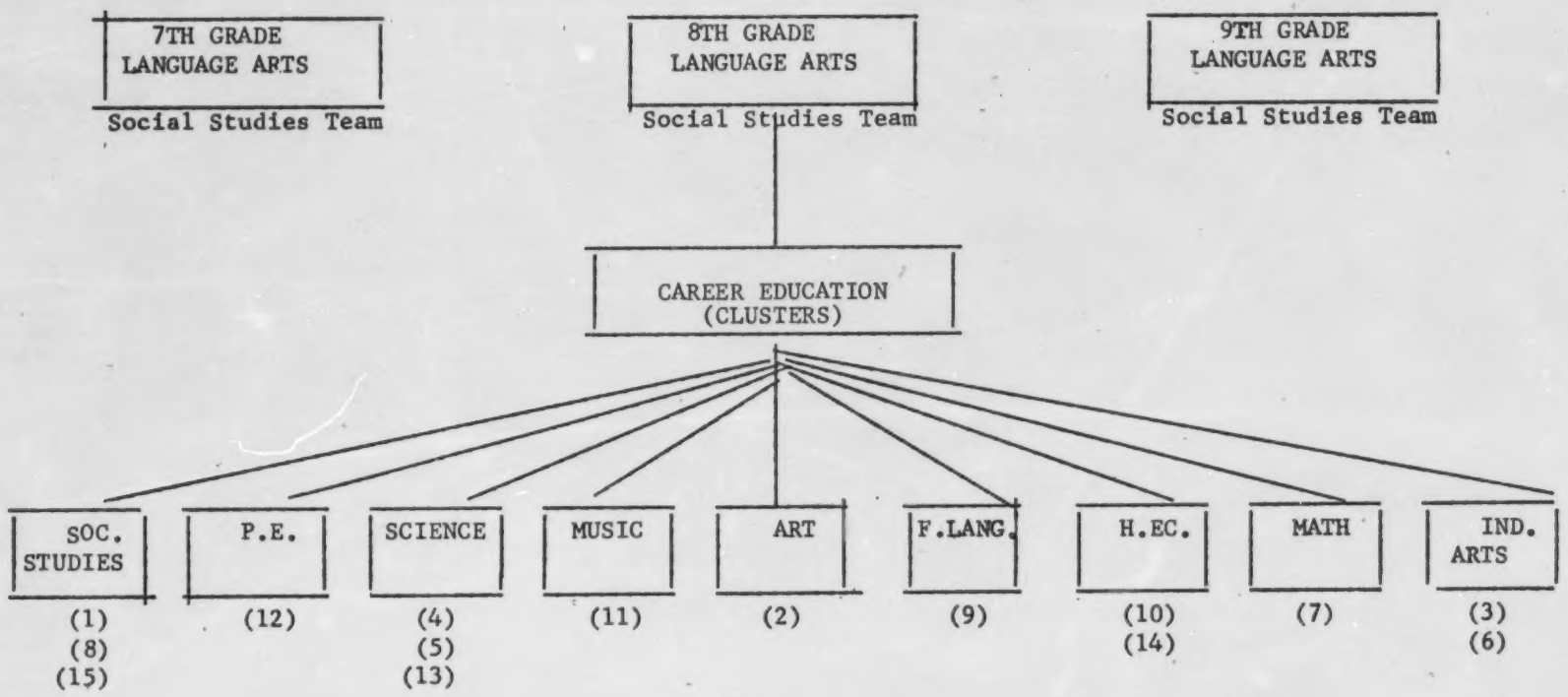
A supplemental or infused program specifically directed toward career concepts will be an integral part of the total instructional program. This supplemental program will provide broad awareness and knowledge concerning the fifteen career clusters, and will be carried out by the individual disciplines. Each discipline will have responsibility for the specific clusters as indicated in the organizational chart.

The counselors and librarian will help select and provide materials for use in the Life Skills program. The counselors will assist in instruction as needed; will direct appropriate activities; and will serve as resource persons. In addition, they will be responsible for the organization of grade level or all-school programs on Life Skills topics.

DEVELOPMENTAL GUIDANCE - LIFE SKILLS

PROGRAM

(CORE)



CLUSTERS:

1. Public Service
2. Marketing & Distribution
3. Manufacturing
4. Health Occupations
5. Environment
6. Construction
7. Business & Office Occupation
8. Agri-business & Natural Resources
9. Communication & Media
10. Consumer & Homemaking
11. Fine Arts & Humanities
12. Hospitality & Recreation
13. Marine Science Occupations
14. Personal Service Occupations
15. Transportations

CORE PROGRAM

DEVELOPMENTAL GUIDANCE | LIFE SKILLS | CAREER EDUCATION

7Th Grade	8th Grade	9th Grade
YOURSELF	YOU AND OTHERS	YOU AND THE WORLD
All About You Goals: 1:13, 1:33, 2:23, 2:13	Philosophy of Life Goals: 1:43	Look at the World of Work Goals: 1:23, 1:13, 3:33, 3:43, 4:13
Friends Goals: 1:43	A Look at Yourself and Others Goals: 1:23, 1:43, 2:13	You and Your Career Plans Goals: 1:23, 2:13, 4:13
Orientation to Junior High Goals: 2:13, 3:13, 3:23, 3:33 3:43	Decisions Goals: 1:23, 2:33, 3:13	What Do I Like - What Can I Do? Goals: 1:23, 1:33, 3:33, 3:43, 4:23
How to Study Goals: 4:13		
Orientation to Cluster Goals: 4:13		

REQUIREMENTS FOR EACH DISCIPLINE

The following four requirements for each discipline will provide our students with information concerning career clusters:

1. In a formal classroom situation, you will present, outline, and discuss your cluster.

2. Utilize outside resources at least once each semester for additional emphasis upon your cluster.

3. Develop a program which requires each student to investigate, research, and report on two occupations from your cluster during the school year.

4. Utilize media to provide students with a continuing awareness of your cluster: i.e., bulletin boards, films, filmstrips, etc.

This effort by each discipline is part of a total career program. By the time a student leaves Cumbres h/she:

1. Will have been introduced to each of 15 career clusters.

2. Will have acquired some in-depth knowledge of 30 occupations.

3. Will have been exposed to at least 15 community resources concerned with careers.

4. Will have been provided with a continuing program of career exploration and awareness.

ACTIVITY SHEET

The activity sheet is to be utilized by teachers to record those activities they carry out in the classroom which are career related and which are not indicated as a required activity.

GRADE LEVEL_____

OCCUPATIONAL CLUSTER_____

GOAL_____

_____

_____

WHAT WAS THE OBJECTIVE FOR THE ACTIVITY?_____

_____

_____

_____

ACTIVITY:

ELEMENTARY SCHOOL
Counselor Role

Addendum 14

	COUNSELOR	TEACHER	ADMINISTRATOR
Curriculum-Based: Life Skills A. Self-knowledge B. Life Roles, Settings and Events C. Decision-Making D. Basic Academic	A-D. Primary responsibility, shared. Functions: organize Life Skills Program from continuum; provide demonstration, conduct special segments; review of materials.	A-D. Primary responsibility, shared. Awareness of total Life Skills Goals; incorporation of grade sequence goals into basic academics; responsibility for providing grade level sequence.	A-D. Supportive and directive.
Individual Development Responsibilities A. Cooperative Planning: teachers/parents B. Dissemination of Student Information C. Provision of Tutors	A. Primary responsibility, shared (teachers/counselors/parents). B. C.	A. Secondary responsibilities, shared. B. C. Request Agent	Consultant
On-Call/Responsive A. Counseling: individual and group B. Counseling-parental C. Referral Agent to Community Agencies	A. Primary responsibility B. Teacher consultant and/or primary responsibility C. Primary responsibility	A. Secondary responsibility-referral agent B. Primary responsibility or secondary responsibility-referral agent C. Referral agent-secondary responsibility	Supportive
Systems Support A. Special Service Support a. Team Staff Meetings b. Diagnostic Testing c. Special Education class placement d. Modification of regular class placements (LD)	A. Primary responsibility, shared a. " " b. " " c. " " d. " "	a. Special teachers-primary responsibility-referral agent. b. ---- c. None d. Secondary responsibility or for LD teachers-primary responsibility, shared	Primary responsibility shared, directive

B. Supervision-Administration of Life Skills program	B. Primary responsibility, shared	B. Secondary responsibility, shared	B. Directive, shared
C. School Program Planning	C. Secondary responsibility, shared	C. Secondary responsibility, shared	C. Primary responsibility, shared
D. Articulation to Community of School program			

SECONDARY SCHOOLS COUNSELOR ROLE

	Counselor	Teacher	Administrator
Curriculum-Based: Life Skills A. Self-Knowledge B. Life Roles, Settings and Events C. Decision-Making & Planning D. Basic Academic & Occ. Prep.	A-D: Secondary responsibility, shared. Functions: organize Life Skills Program from continum; provide demonstration, conduct special segments; review of material.	A-D; Primary responsibility, shared. Functions: Awareness of total Life Skills Goals: Incorporation of grade sequence goals into classes; instruction of agreed-upon units and lessons.	A-D: Supportive and directive
Individual Development Responsibilities A. Cooperative Planning: teachers/parents B. Credential Development C. Student Assessment: Achievement, Aptitude & Vocational Interest Tests	A. Shared responsibility: Teachers/Counselors/Parents. B. Shared responsibility: documents from Curr. Based content. C. Primary responsibility for admin. interpretation, & follow up.	A. Shared responsibility B. Shared responsibility C. Secondary respon. for admin. of tests & understanding the results.	A. Consultant B. Consultant C. Supportive
On Call/Responsive Services A. Career Guidance Centers B. Referral services to Community Agencies/Parents/Teachers C. Counseling: Individuals and Group	A. Primary responsibility: aide can serve as resource, keep files up to date, help in finding info., etc. B. Primary responsibility for liason C. Primary responsibility	A. Secondary responsibility suggests useful materials and refers students to center appropriately. B. Secondary responsibility: Share information as requested. C. Responsibility limited; refer when appropriate.	A. Supportive
Systems Support A. In-service work with teachers; individuals and teams B. Articulation of programs; elem-jr high-sr high	A. Shared responsibility w. regard to attitude development-teachers & administrators on school morals B. Orientation Days planned and appropriately operated	A. Shared responsibility B. Shared responsibility	A. Primary Responsibility B. Supportive

C. Special Services Staff Support: 1. Information transmission	C. 1. Primary respon. for meeting with incoming level. Primary respon. for organ. & dissiminating information on incoming students to appropriate teachers.	C. Classroom teachers; share information & responsibility: Shared primary responsibility.	C. Shared respons.; Directive & Supportive.
2. Staffing of students: a. Inclusion in special programs. b. Modification of regular classes. c. Work with parents re: placements. d. Administer appropriate diagnostic instruments.	2. a. Shared respon. with Special Ed. personnel on decision-making. b. Responsibility for working with teachers for necessary modifications. c. Conduct parent conferences re: placements & modifications. d. Primary responsibility for co-ordinating & administration of appropriate diagnostic tests; Responsibility of test interpretation.		
D. Program Resource: 1. School program	D. 1. Feedback resource for appropriate adjustments of program to students. Shared responsibility.		D. Primary responsibilit
2. Individual & group program planning.	2. Appropriate resource for individual & group program planning.		
E. Administration and Supervision of Counseling & Guidance/Life Skills Program.	E. Primary responsibility of counselor		E. Supportive & shared responsibili
F. Articulation to Community of school program.			

Ideal time %

4) BASIC ACADEMIC AND OCCUPATIONAL PREPARATION

Goal 4.1 For individuals to understand the relationships between in-school and out-of-school experiences.

4.2 For individuals to understand that learning is a life-long process.

4.3 For individuals to develop effective learning skills.

5) CLERICAL-ADMINISTRATIVE TASKS

Goal 5.1 Testing and evaluating

5.2 Scheduling classes and class changes.

5.3 Report writing

5.4 Special placement and referral

5.5 Personal planning and preparation

5.6 Student observation

6) MEETINGS

Goal 6.1 Counselor staffing and work sessions

6.2 Consulting with referral agencies

6.3 Communication with other groups

7) PROFESSIONAL GROWTH

Goal 7.1 In-service training

7.2 Professional reading

8) NONE OF THESE

EVALUATION OF THE SCHOOL COUNSELOR

Check relative position on the line

Strong----------Weak

PERSONAL CHARACTERISTICS

_____ Is alert and enthusiastic
_____ Is professionally ethical
_____ Is professionally involved
_____ Is self-motivated
_____ Is emotionally balanced
_____ Relates easily to others
_____ Is genuine

RELATIONS WITH PUPILS

_____ Is sensitive to youth
_____ Motivates students to seek counseling
_____ Has rapport with students
_____ Is a facilitating agent
_____ Respects the dignity and worth of the individual
_____ Has a facilitative image among students
_____ Helps pupils with personal as well as educational and vocational problems

RELATIONS WITH PARENTS

_____ Is sensitive to parents
_____ Is cooperative with parents
_____ Attends to parental referrals
_____ Is available to parents
_____ Has a professional image among parents
_____ Provides parents with an opportunity to be heard
_____ Is conscientious in following through with parents

RELATIONS WITH TEACHERS

_____ Is sensitive to the role of the teacher
_____ Communicates easily with teachers
_____ Is a facilitatin g agent with teachers
_____ Is aware of the emotional demands of teaching
_____ Is receptive to teachers
_____ Has good rapport with instructional staff
_____ Attends to teacher referrals

RELATIONS WITH ADMINISTRATORS

_____ Is sensitive to the role of the administrator
_____ Has a professional rationale for his counseling approach
_____ Meets with the administrator regarding program development
_____ Communicates easily and effectively
_____ Functions effectively as a resource consultant
_____ Attends to administrative referrals
_____ Functions in a well organized manner

Check relative position
on the line

Strong----------Weak PROFESSIONAL ATTITUDES AND ACTIVITIES

_____ Is sensitive to research findings
_____ Contributes to his profession
_____ Periodically evaluates his counseling skills
_____ Is aware of the art and science of counseling
_____ Has a professional balance between theory and practice
_____ Is professionally enthusiastic regarding his function
_____ Is perceptive of the counselor's professional role

GENERAL RATING

Strong_____Weak
Check relative position
on the line

COUNSELOR JOB SATISFACTION QUESTIONNAIRE

Name_____ School_____

Part I

1. Number of periods per day you are scheduled for:
   A. Counseling _____
   B. Other _____ _____
2. Number of counselees assigned to you _____

	Yes	No
3. Do you have a private office?	____	____
4. Do you have an outside phone of your own?	____	____
5. Do you have a typewriter of your own?	____	____
A. If no, do you need one?	____	____
6. How many class periods of teacher help per week do you now have?		_____
7. How many class periods of paid clerical help per week do you now have?		_____
8. Have you worked on any guidance research of follow-up studies at your school within the last year?	____	____

Part II

Please indicate your satisfaction or dissatisfaction with each of the counselor roles or functions by shading in the appropriate letter according to the following code:

S - Complete and thorough satisfaction
s - Satisfied but not completely
? - Undecided
d - Dissatisfied but not completely
D - Complete and thorough dissatisfaction
NA - NOT applicable

Administrative

	S	s	?	d	D	NA
1. Check absentees	( )	( )	( )	( )	( )	( )
2. Substitute for absent teachers	( )	( )	( )	( )	( )	( )
3. Select students with special aptitudes, abilities and skills	( )	( )	( )	( )	( )	( )
4. Supervise posting of daily and semester record attendance on office forms	( )	( )	( )	( )	( )	( )
5. Prepare permanent record cards	( )	( )	( )	( )	( )	( )
6. Adjust student programs to equalize class loads	( )	( )	( )	( )	( )	( )
7. Approve course changes	( )	( )	( )	( )	( )	( )
8. Admit new students with transfers	( )	( )	( )	( )	( )	( )
9. Evaluate credits of new students	( )	( )	( )	( )	( )	( )
10. Initiate referrals to special services (Attendance	( )	( )	( )	( )	( )	( )
11. Teacher, Psychological Clinic, Attendance Department, etc.)	( )	( )	( )	( )	( )	( )
12. Check credits for graduation and promotion	( )	( )	( )	( )	( )	( )

Working With Individual Students

		S	s	?	d	D	NA
13.	Help students adjust to school	( )	( )	( )	( )	( )	( )
14.	Assist students with course plans	( )	( )	( )	( )	( )	( )
15.	Assign students to classes	( )	( )	( )	( )	( )	( )
16.	Assist students with occupational plans	( )	( )	( )	( )	( )	( )
17.	Counsel students regarding personal problems	( )	( )	( )	( )	( )	( )
18.	Assist with future educational plans	( )	( )	( )	( )	( )	( )
19.	Gather information about students	( )	( )	( )	( )	( )	( )
20.	Keep data on students with special talents	( )	( )	( )	( )	( )	( )
21.	Assist students who are failing course work	( )	( )	( )	( )	( )	( )
22.	Discipline students	( )	( )	( )	( )	( )	( )
23.	Render first aid	( )	( )	( )	( )	( )	( )
24.	Transport sick or injured students to their homes for medical help	( )	( )	( )	( )	( )	( )

Working With Groups

		S	s	?	d	D	NA
25.	Lead group orientation classes	( )	( )	( )	( )	( )	( )
26.	Teach Occupational Planning and/or Life Adjustment classes	( )	( )	( )	( )	( )	( )
27.	Lunchroom duty	( )	( )	( )	( )	( )	( )
28.	Conducting group counseling sessions	( )	( )	( )	( )	( )	( )

Psychological Testing

		S	s	?	d	D	NA
29.	Administer group tests	( )	( )	( )	( )	( )	( )
30.	Record results of group tests	( )	( )	( )	( )	( )	( )
31.	Interpret test results to students individually	( )	( )	( )	( )	( )	( )
32.	Interpret test results to teachers	( )	( )	( )	( )	( )	( )
33.	Administer individual tests	( )	( )	( )	( )	( )	( )

Working With Teachers

		S	s	?	d	D	NA
34.	Interpret school policies to teachers	( )	( )	( )	( )	( )	( )
35.	Interpret test results to teachers	( )	( )	( )	( )	( )	( )
36.	Assist teachers with student problems	( )	( )	( )	( )	( )	( )
37.	Assist teachers with in-school placement of students	( )	( )	( )	( )	( )	( )
38.	Conduct case conferences with teachers and specialists	( )	( )	( )	( )	( )	( )
39.	Interpret students' needs to teachers	( )	( )	( )	( )	( )	( )

Working With Other Counselors

		S	s	?	d	D	NA
40.	Plan the school's guidance program	( )	( )	( )	( )	( )	( )
41.	Assist other counselors with serious problem cases	( )	( )	( )	( )	( )	( )
42.	Sit in on case conferences with other counselors	( )	( )	( )	( )	( )	( )
43.	Coordinate services at secondary level (Jr. and Sr. High School) with services at the elementary, trade school, and college level	( )	( )	( )	( )	( )	( )
44.	Engage in co-counseling	( )	( )	( )	( )	( )	( )

Working With Administrative Officers

		S	s	?	d	D	NA
45.	Plan guidance activities with administrative officials	( )	( )	( )	( )	( )	( )
46.	Help administrators collect, tabulate, and interpret significant information	( )	( )	( )	( )	( )	( )
47.	Serve on committees (research, planning)	( )	( )	( )	( )	( )	( )

Working With Parents

		S	s	?	d	D	NA
48.	Counsel parents of failing students	( )	( )	( )	( )	( )	( )
49.	Counsel parents concerning student behavior	( )	( )	( )	( )	( )	( )
50.	Counsel parents concerning vocational and educational plans of students	( )	( )	( )	( )	( )	( )
51.	Refer parents to community social agencies or private professional help	( )	( )	( )	( )	( )	( )

Career Information

		S	s	?	d	D	NA
52.	Organize Career and/or College Days	( )	( )	( )	( )	( )	( )
53.	Conduct Career Days	( )	( )	( )	( )	( )	( )
54.	Secure occupational information	( )	( )	( )	( )	( )	( )
55.	Secure armed service materials	( )	( )	( )	( )	( )	( )
56.	File occupational and educational information	( )	( )	( )	( )	( )	( )

Placement

		S	s	?	d	D	NA
57.	Assist in securing jobs for students	( )	( )	( )	( )	( )	( )
58.	Give information about work permits	( )	( )	( )	( )	( )	( )
59	Give information about obtaining social security cards	( )	( )	( )	( )	( )	( )

Other Duties

	S	s	?	d	D	NA
60. Issue free bus tickets and/or lunch, identification, bus cards	( )	( )	( )	( )	( )	( )
61. Issue illness, library and other passes	( )	( )	( )	( )	( )	( )
62. Others (List)	( )	( )	( )	( )	( )	( )

In an attempt to critically analyze and improve the counseling services offered by Los Alamos' Schools, we would like your help. Below are several questions that we would like you to answer. Your responses will be held confidential; in fact, we won't even know who sent them in or which counselor you saw.

---

1. When you went to see the counselor it was for a specific reason. How helpful was the counselor in dealing with why you came in?

   _____No help at all
   _____Some help but not very much
   _____Helpful
   _____Very helpful

2. The next time you have a similar question or problem, how willing will you be to see the counselor again?

   _____Very willing
   _____Willing
   _____Somewhat willing
   _____I Wouldn't go again

3. How do you generally feel about this session or conference with the counselor?

   _____Very good
   _____Good
   _____Bad
   _____Very bad

4. How well did the counselor follow-up on this particular situation?

   _____Very well
   _____Well
   _____Poorly
   _____Very poorly or not at all

Please mail your responses in the stamped, pre-addressed envelope you were given.

I am a Parent Teacher Student

The counselor I spoke with is in Elementary Junior High High School counselor.

PUT AN "X" ON THE FACE THAT TELLS HOW YOU FEEL

DO YOU FEEL THE COUNSELOR HELPED YOU WHEN YOU SAW HIM OR HER TODAY?

HOW DO YOU FEEL ABOUT SEEING THE COUNSELOR AGAIN?

Priority 3. Time allocation samples were taken three times, (September, 1976 fro the " ideal". January-February, 1977, and May, 1977, for the "real") using the form attached as Appendix C.

Priority 4. Counselor job satisfaction was assessed using the form attached as Appendix D. This form has two parts: Part I deals with general information about job conditions and responsibilities; and Part II with specific tasks grouped by general area.

Data for this priority was collected in the Fall, 1976, and in the Spring, 1977.

Priority 5. The self-evaluation of counselors was accomplished using the form attached as Appendix E. Data were collected twice (Fall, 1976, and again in Spring, 1977). A method was used by which the counselor placed a mark on a continum from strong to weak. A millimeter scale was used to derive measurement from this instrument.

FINDINGS

Priority 1. Naturally, because of the large number of audiences (parents, teachers, and students) and levels (elementary, junior high and high school), and because of the pre-post nature, an immense amount of data is available. This fact is confounded by the fact that the elementary students were unable to respond to the original questionnaire and required a form of their own. Figure 1 contains the pre-test data for the elementary children. Using the original questionnaire form seemed to work out best for all groups. Tables. 1 thru 15 contain the pretest data for combined, parent, teacher, student, elementary, junior high, high school, elementary parent, junior high parent, high school parent, elementary teacher, junior high teacher, high school teacher, junior high student, and high school student results respectively.

Final Evaluation Report
Title III Developmental Guidance Project
Los Alamos Schools

(Actual Counts, Tables & Questionnaires Not Included)

INTRODUCTION

At the request of the State Department of Education, Los Alamos Schools contracted Dr.'s DeBlassie and Pettibone (of NMSU) to provide evaluation services for the Developmental Guidance Project funded under Title III. This project was directed to the goals of assessing the impact, strengths and weaknesses of the guidance program. Several priority tasks were delineated. They included:

1. Evaluation of the program by parents, teachers and students.
2. Readministration of an earlier instrument on new sample of various publics.
3. Samples of counselor time expenditures and goal analysis.
4. Assessment of counselor job satisfaction.
5. Self-evaluation by the counselors.
6. Implementation and transportability study.

Priority 2 was not addressed by the evaluators because of a lack of readministration data.

Priority 6 was agreed to be a district responsibility although evaluator's help was offered. All other priorities were dealth with in the evaluation

METHODOLOGY

Priority 1. Twice during the year (November, 1976 and March-April, 1977) "sweep" samples of all persons in contact with counselors were taken using the instrument attached as Appendix A for parents, teachers, and older students. Elementary grade children used the instrument attached as Appendix B. Self-addressed, stanped envelopes were used to send these materials directly to the evaluators.

Priority 3. Time expenditure samples and task analysis data are presented in Tables 31 through 45. Each table represents a counselor and contains a row representing the first sample (late Fall, 1976), the second representing the second sample (Spring, 1977) and the third row representing "ideal" data taken in September of 1976. The first page of each table contains data pertaining to general nature of conferring while the second page of each table depicts goal data.

Priority 4. Table 46 contains pre and post-test data on counselor job satisfaction, Part I. Table 47 contains Part II pre and post-test data for Part II of counselor job satisfaction.

Priority 5. Counselor self-evaluation was done on a pre-post test basis. Table 48 depicts these data (both pre and post) on the same instrument used to gather the data. In addition to the previously reported mean responses for each item an analysis was performed by groups of items. These groupings were the same as on the original instrument. Table 49 contains the pre and post means for each category. The lower the mean the closer to the strong end of the scale.

TABLE 49

Counselor Self-Evaluation Means by Category

CATEGORY	PRE-TEST	POST-TEST
Personal Characteristics	10	7
Relations with Pupils	10	6
Relations with Parents	11	7
Relations with Teachers	11	5
Relations with Administrators	13	8
Professional Attitudes & Activities	14	9

Priority 3, Time Allocation Samples. In going through the data sheets for each counselor, it became apparent that category A activities (working alone) decreased from pre to post test for a majority of the counselors. The post measures for this category start to approach the ideal level specified earlier in the year.

Only four of the fifteen counselors indicated any time for conferring with the business community. Six counselors showed time conferring with classes. All but two of the counselors spend relatively small periods of time conferring with administrators. Most counselors spend somewhere between five and ten percent of their time in conferring with pupil services staff. Nearly all of the elementary counselors spend considerable time conferring with groups of students in concurrence with the ideal time allocation. Conferring with students, teachers, and parents takes up most of the counselors' time---also in concurrence with ideal time expections.

For many of the counselors, the worst discrepancy is between the ideal time for pursuing clerical-administrative tasks and what they actually have to spend. Most other categories of task goals are reasonably close to the specified ideal time allocation.

Priority 4, Job Satisfaction. Ignoring the fact that some of the differences may be due to sample size differences, it is apparent that the areas of least satisfaction are:

--checking credits

--disciplining students

--rendering first aid

--recording results of group tests

The rest of the areas seem to generate at least a moderate amount of satisfaction. A majority of these areas moved in the direction of more satisfaction.

CONCLUSIONS

Priority 1, Elementary. As far as the elementary students were concerned, a relatively high percentage (75.8 for pre and 69.0 for post) felt that the counselor had helped them. Seventy-three percent indicated on the pre-test that they would be happy to see the counselor again while sixty-four percent indicated such on the post-test. It appears that a slight drop occurred between the pre and post tests for both questions as is indicated on Figures 1 and 2. A higher percentage of post-tested children also indicated a bit more neutrality on unhappiness in respect to both questions than did pre-tested children.

Priority 1, Combined. For the combined group (only excluding elementary students who took the "happy-face" version of the instrument) there seems to be a high degree of satisfaction with counseling services. Of the approximately 130 respondents to the pre-test only two felt that they had received no help at all, one stated that they wouldn't go again, three felt very bad about the session and four felt that the follow-up was poor or nonexistent. There were only 57 respondents to the post-test. Responses were 2, 1, 3, and 4 to the previously described categories. Overall, the ratings seemed quite positive.

Priority 1, Parent. Very few parents responded (seven on the pre and one on the post-test). Their responses, however, were positive with the exception of the one secondary parent who, it seems, was very unhappy about the services.

Priority 1, Teachers. Twenty-nine teachers responded to the pre-test instrument and nine to the post-test. At pre-test time, only one teacher felt bad about the session with the counselor and at post-test none did.

Priority 1, Students. Generally, students viewed the counseling services very positively. Only one student on the pre-test and one on the post-test felt that the counselor was of no help.

Priority 5, Self Evaluation. In the case of every item on this instrument, the mean values for the post-test moved in the strong direction from the pre-test. When analyzed in terms of the instruments' groupings, every group also moved in the strong direction.

DISCUSSION AND RECOMMENDATIONS

Priority 1 dealt with evaluation of the counseling services by parents, teachers, and students. Overall, all three groups were consistently positive about these services. The elementary student response (using the "happy face" form) seemed to indicate a higher percentage of unhappy or neutral feelings than was found among the junior high and high school students.

A concern is held by the evaluations for what appears to be a fairly consistent pattern of increasingly negative perceptions. This is quite obvious in looking at the pre and post measures of the evaluations.

RECOMMENDATION 1A. Investigate the cause of the higher percentage of elementary perception being neutral or negative. Some of this may be due to instrument differences. Keep in mind that the sample sizes were quite small and may not be representive.

While small, the teacher response was fairly positive with only one or two cases of negative ratings. Part of the problem seems to be in terms of follow-up.

RECOMMENDATION 1B. Policies and procedures need to be instituted allowing for follow-up activities. Parent participation was extremely low.

RECOMMENDATION 1C. Attempts should be made to gather more parent input. Possibly several interviews could be performed with parents involved in the counseling process.

Overall, most audiences view the counseling services as positive and most would seek again those services.

Priority 3 was directed towards the acquisition of time samples and goal analysis from counselors. Generally speaking, counselors spend most of their

time working (conferring) with students, teachers and parents. In many cases, the "ideal" time figure is approached as far as these categories are concerned. Working alone, behavior decreased from pre to post-test measures. As was mentioned in the findings section, relatively few counselors confer with members of the business community. Group counseling sessions occur most frequently at the elementary level.

RECOMMENDATION 3A. The counselors and pupil services staff need to thoroughly analyze these data in detail and determine what directions need to be pursued. For example, it may be decided that more group work needs to be done at the high school level.

Priority 4 dealt with job satisfaction of the counselor. The largest discrepancy occurred in relations to the task area of clerical/administrative.

RECOMMENDATION 4A. Ways of decreasing clerical/administrative tasks (including the filling out of evaluation forms!) need to be explored.

Other areas of lower satisfaction included the checking of credits, disciplining students, rendering first aid, and the recording of group test results.

RECOMMENDATION 4B. Since the data do show areas of less satisfaction, attempts should be made to at least discuss these areas and come to some concensus on desired changes if any.

Priority 5 looked at the counselors' self-evaluations. Remarkably, all areas (and items therein) showed increasing movement toward the strong end of the continuum. Without an absolute measure, it's difficult to support the notion that at least the counselors feel themselves to be growing stronger in their performance. That is the logical conclusion, however.

RECOMMENDATION 5A. Group meetings should allow for the discussion of mutual problems (areas of relative weakness) and possible solutions.

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